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AUTHOR Heckman, Paul E.
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ABSTRACT

Using the data collected in Goodlad's "Study of Schooling," this study attempted to determine what criteria differentiate more and less renewing schools. A renewing school was described as solving its own problems and having a continuous process of improvement based on staff-designed alternatives. Thirty-eight schools from the Goodlad study were first characterized as more or less renewing by determining whether teachers identified problems and whether effective solutions were implemented. A number of contextual variables were identified and discriminant analysis was done. Among the demographic or personal variables, professionalism, age, and educational attainment of teachers had the highest loading coefficients (accounting, however, for only six percent of the variance). Six school-focused variables, the most powerful subset of variables, appeared to differentiate more or less renewing schools; these included "take care of business" (a generalized measure of ability to solve problems, meet the needs of individuals, and achieve goals in the school), adequacy of resources, principal leadership, staff cohesiveness, chances for successful solution of school problems, and adequacy of teacher assistance. Class or curriculum focused variables, including teachers' rating of the school and teacher influence over curriculum, instruction, and behavior, also differentiated more and less renewing schools. (Author/JM)

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EXPLORING THE CONCEPT OF SCHOOL RENEWAL: CONTEXTUAL DIFFERENCES BETWEEN MORE AND LESS RENEWING SCHOOLS

Paul E. Heckman

University of California

Los Angeles, California

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This paper is based on data from A Study of Schooling, an inquiry into selected schools in the United States (John I. Goodlad, Principal Investigator). The Study was conducted under the auspices of the Institute for Development of Educational Activities of the Charles F. Kettering Foundation and was supported, in addition to the Kettering Foundation, by the following agencies: The Danforth Foundation; International Paper Company Foundation; The JDR 3rd Fund; Martha Holden Jennings Foundation, Lilly Endowment, Inc.; Charles Stewart Mott Foundation; National Institute of Education; The Needmor Fund; Pedamorphosis, Inc.; The Rockefeller Foundation; the Spencer Foundation; and United States Office of Education.

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INTRODUCTION

This study attempts to clarify some elements of schooling thought to be basic to the problem of improving schools. The study leads to the identification of a set of contextual variables appearing to be related to a school's ability to renew. Presumably, what follows will help to illuminate the importance of contextual variables in understanding the renewal and change processes of schools.

BACKGROUND

Change and innovation have occupied the thoughts of educators throughout at least the past two decades. During the 1960s, optimism prevailed about innovation. The study of innovation focused on understanding "good" innovations. These involved schools presumed to be awaiting new ideas and possessing all that was needed to implement a good idea. These presumptions became part of a rational view of school change and the development of an accompanying model.[1] Theoreticians and researchers developed innovative programs that they believed solved many of the educational problems in schools. Unfortunately, schools appeared to rebuff these ideas; the problems remained; and most innovations were not implemented. The initial optimism palled and turned to pessimism during the 1970s.

Analyses of this unsuccessful implementation of innovations into schools suggested alternative views of how to improve schools. One of those views, the responsive model, began with the concept that those in schools must become responsive to their problems and, with any available help, become self-renewing.[2] The schools would address their needs, solve their problems, and meet their goals. The concept of a renewing school was developed theoretically and experimentally. Most innovators, however, continued to focus more on the

implementation of particular innovations than on encouraging school personnel to develop the school's responsiveness and renewing capability.[3]

The concept of the school as a culture has been proposed as a metaphor and a heuristic to aid in understanding a renewing school.[4] In this study, the culture of the school was used in that manner to answer the following question: What are important contextual variables that describe and, perhaps, differentiate schools which are more renewing from schools which are less renewing? Dealing with this question necessitates addressing these related questions:

1. What criteria differentiate more and less renewing schools and how can these criteria be operationalized with the data collected in A Study of Schooling?
2. Which of the 38 schools of the sample in A Study of Schooling can be characterized as more renewing and less renewing using the criteria developed under question #1?
3. Of all of the variables about which data were collected in A Study of Schooling, which are the ones to be used as contextual variables in differentiating more renewing from less renewing schools?
4. To what extent to the selected contextual variables characterize and, perhaps, differentiate the teachers in these two groups of schools?

SAMPLE

The data to be reported in this study are part of the larger body of data collected in A Study of Schooling. The 38 schools (13 high schools, 12 junior high or middle schools, and 13 elementary schools) were purposively sampled to represent stratification factors such as school size, race/ethnicity of students, community economic status, and community location (i.e., rural, urban or suburban). These schools came from most of the major geographic regions of the United States.

PROCEDURE

This study first conceptualized the elements of the school's culture[5] and selected contextual variables that matched the elements listed in the conception of the school's culture used in A Study of Schooling. (See Figure 1). Three subsets of variables were formed using both a rational categorization in accord with the conceptualization and an empirical cluster analysis--the Personal/demographic focused, the School focused, and the Class/curriculum focused categories. This procedure ultimately answered one of the questions of the study: Of all of the variables collected in A Study of Schooling, which could be used as contextual variables in differentiating more renewing from less renewing schools?

The next task was to respond to the questions: (1) What criteria described more and less renewing schools; and (2) how can these criteria be operationalized using the data collected in A Study of Schooling? The following definition described a renewing school: a school that solves its own problems and has a continuous process of improvement based upon staff-designed alternatives, a process that meets the needs of those in the school. This definition was operationalized by grouping schools into a more and a less renewing group, based upon teachers' responses to an interview protocol. Two criteria guided the grouping of the more renewing set: (1) Teachers identified problems and changes effected toward their solution; and (2) teachers expressed the view that these changes resulted in improvement. The two criteria for less renewing schools reflected the opposite point of view--teachers either failed to identify problems or identified problem areas but expressed pessimism that anything could or would improve.

Which of the 38 schools of the sample in A Study of Schooling can be characterized as more renewing and less renewing using the criteria stated

above? Nine schools were selected in each category according to the operationalized criteria. The schools in each group tended to have evenly distributed characteristics: rural, urban, or suburban location; of income of parents, and of parental education. Consequently, this even distribution of demographic characteristics suggested that they appeared not to influence these schools in terms of renewal as much as, perhaps, the dispositions reflected in the context conceptualized in this study.

Finally, discriminant analysis was used to assess the extent to which the sets of contextual variables thought to be the most important differentiated among the two groups of teachers in more and less renewing schools.

Discriminant analysis is one way to measure the extent to which sets of variables differentiate among groups of cases. In this study, there are only two groups--the teachers in more and the teachers in less renewing schools. Thus, discriminant analysis is the logical and statistical equivalent of regression analysis, wherein the amount and the significance of the shared variance can be determined between the cultural variable subsets and the renewal dichotomy.

The units of analysis used in this study are the individual teachers in the "more" and "less" renewing schools. A more or less renewing school culture can be inferred from the individuals and their perceptions about the schools.[6] The teacher provides an inside view of the school and its character as a workplace. The focus, therefore, is on the individual's characteristics and perceptions of the school.

THE RESULTS

The 676 teachers in 18 schools included in this study revealed differences for variables in each of the three different sets of contextual variables. In summary, some variables from each of the categories appeared to

differentiate "More" renewing from "Less" renewing schools. For the Demographic/Personal focused variables, Professionalism, Age, and Educational Attainment had the highest loading coefficients. But these relationships only accounted for about six percent of the variance. More importantly, the classification results indicated that these Demographic/Personal focused variables better classified teachers for "Less" renewing than "More" renewing schools.

For School-Focused variables, six variables appeared to differentiate "More" and "Less" renewing schools. These six in order of highest to lowest were Take Care of Business, Inadequate Resources, Principal Leadership, Staff Cohesiveness, Chances for Successful Solution of School Problems, and Inadequate Assistance. This variable subset seemed to be the most powerful in differentiating more and less renewing schools on three grounds. The Multiple R for this group was the highest of the Multiple Rs for the three groups of variables. Second, the improvement over the base rate was highest for this subset of variables than for any of the other two classifications. Finally, when all of the variables were included in a discriminant analysis, five of the six variables with ±.40 loading coefficients were from this School-Focused category.

For the Class/Curriculum focused variables, only two variables stood out--Grading of the School and Teacher Influence over Curriculum, Instruction, and Behavior. This group had the second highest Multiple R and had the second highest improvement over the base rate. But this result was a consequence of the Grading of the School variable. In the total analysis, the grading of the school had the second highest discriminant loading coefficient. Five of the six variables of the School-Focused group also appeared to differentiate in this analysis of all of the variables. These results suggested further that

the grading of the school item was really a global measure of how effective the school was (including the work environment) as perceived by teachers.

DISCUSSION OF THE FINDINGS

Demographic/Personal Focused Variable Differences

Demographic/Personal type variables have been examined in the literature regarding the adoption and implementation of innovations, organizational renewal, teacher work, and school culture. This literature has not produced significant results suggesting the power of this type of variable. Nevertheless, it was included in the conceptualization of this study because of the frequency with which it occurred in the related literature.

This subset, however, tended to be the least important of the three sets and the possible reasons for this are discussed below. This finding substantiates the basic concept in the responsive model of change that the school is the critical unit for change rather than the characteristics of the individual teacher. When most practitioners think about changing a school, they immediately presume the problem for renewal is the individual teacher. Their solution is often one of replacing older and less open individuals with younger and more open teachers. Or, they might provide incentives for teachers to acquire more degrees, attend inservice workshops, and/or gain salary increments based on course work at universities. These activities, however, may not relate to the ongoing activities, the problems, or the needs of the teachers at a particular school. These activities may inadvertently divorce teachers from the setting where renewal occurs.

The inappropriateness of focusing on the individual qua individual is further strengthened by another finding related to the variables of this subset. Professionalism had the highest loading coefficient and the highest correlation coefficient (with the renewal dichotomy) of this group, even though

the correlation was low--.12. This variable consisted of the concepts of completed postcredential work, participation in professional training programs, membership in educational organizations, and reading of education books, articles, etc. What are some reasons for this variable standing out, even though weakly? First, the personal characteristics as operationalized in this study are not relevant for the reasons stated previously but personal perceptions of the systemic processes of the school are relevant. Systemic characteristics are the focus when the school becomes the unit of change. These characteristics, like decision-making and communication patterns are perceived by the individuals in the school. Of this subset, professionalism comes the closest to these systemic processes since school processes usually exert pressure on teachers to engage in or disengage from inservice activities, for example. The strongest systemic subset is the school focused set which is discussed in the next section.

The fact that the characteristics of teachers selected in A Study of Schooling did not show up as significantly related to school renewal does not rule out, however, the possibility of some such characteristics being important. Even though the more likely possibility is that renewal rests more with changing the school, individual teachers are still important. If one could change the entire staff of a school by bringing in outstanding individuals well educated, predisposed to growth, and open to new ideas, and also address changing school level variables, the chances of a more renewing school would probably increase. Renewal might result because these kinds of individuals in interaction with a renewing setting would more easily identify important problems and generate better alternatives. In any event, the present conditions in schools do not allow for replacing school staffs, except in urban settings and, even there, turnover has decreased. New blood is not easily

brought in. Thus, attention to improvement must rest mainly with other possibilities.

School Focused Variable Differences

Not surprisingly, then, the school focused subset of variables appears to be the most important of the three subsets. This result is corroborated by the primary findings of the recent work synthesizing the school effectiveness literature. These findings also point to the important of the organizational context, particularly to strong principal leadership, academic emphasis and high expectations.[7] The correspondence between these variables and the Grading of the School and Organizational Climate dimensions in the present study should be clear.

The school focused subset had the greatest number of higher loading coefficients above ±.40, the highest canonical R and, therefore, accounted for more of the variance between the two groups and the most improvement over the base rate using the regression equation for classifying cases. In addition, in the analysis including all variables, the school focused ones (five out of the six that had coefficients above ±.40 in the subset analysis) remained at the top of the loading coefficient rankings. Only one other joined them--the Grading of the School--and, in retrospect, both empirical evidence and conceptual rethinking suggest that it should have been placed in the school focused subset rather than the class/curriculum subset. Several points will be made about these seven variables and then some comments about the variables of this set that did not have coefficients above ±.40.

The variable Take Care of Business had the highest loading coefficient. This finding relates to the characteristics of a renewing school. It was suggested earlier that renewing schools solve their problems, meet the needs of the individuals in the school and achieve the goals of the school. This

variable is a generalized measure of these characteristics. Teachers tended to perceive more problem-solving, appropriate conditions for them doing their job, and a staff able to move to get the jobs done that needed to be done (Appendix A has the items listed that comprise this larger construct).

This finding relates to two other variables--Inadequate Resources and Inadequate Assistance--that were in the group of differentiating variables. Teachers in more renewing schools seem to perceive fewer problems with inadequate resources and assistance. Viable strategies for achieving school goals, solving problems, and meeting needs obviously require the perception that resources and assistance are available. The data here suggest this to be the case. This idea is also reflected in the responsive model of change. One ingredient of that model was an outside resource that provided care and support. If resources and assistance are like care and support, then, these findings support this characteristic perception of those in renewing and responsive schools.

Accompanying the above school focused variables is one that focused on the principal's leadership. As the literature suggests, the principal looms large in a school[8]; and this variable differentiated between the two groups of teachers in this study, reinforcing the importance of the principal's leadership to renewal. This finding also emphasizes the importance of the school as the unit for renewal. The principal has the authority, formally and often informally to lend credence to steps leading toward or away from renewal. The school is embedded in a district, but renewal seems to depend more on what happens at the school than at the district office. The principal seems to be an important ingredient for the school's renewal effort.

Another related variable in this subset is Staff Cohesiveness. Here too, the literature indicates that it is important to "good" schooling and to the

adoption and implementation of change.[9] In this study, higher levels of staff cohesiveness tended to be associated with the more renewing schools. Staff cohesiveness consisted of support, care, trust, information sharing, toleration of countervailing ideas, and high morale. These characteristics grew out of a concerted effort to develop them and of opportunities from the teachers to work together.

Some researchers have conceptualized the social system of the classroom in the context of the larger community, ignoring the school culture of which the class culture is a part.[10] Attempts have been made to renew classroom teachers only by attending to the teacher in the class setting, forgetting about those teacher relationships at the school level. The results from this study suggest that the view is too narrow at least in regards to differentiating the teachers at the more and less renewing schools.

Finally, the remaining important variable of this subset reflected the teachers' perceptions of the probability of solving problems at their school. This variable also differentiated between the two groups. This indicated that along with the other variables previously discussed, problem-solving is an important ingredient in the renewal process. Once again, the issue was not "no problems versus many problems." Rather, problem-solving is a mechanism by which teachers increased the probability of task accomplishment, meeting goals, and generally attending to organizational needs.

Several variables of this school focused subset represented two constructs that the literature also suggested might characterize renewal, but surprisingly they did not differentiate between the more and less renewing schools. The two constructs are communication and decision-making/participation. Two variables reflected the concept of communication. These were Frequency of Communication with the Principal and Staff Information. These two

did not differentiate between the two groups and their correlation coefficients were very close to zero. The same was true with the variables that reflected decision-making and participation. These three variables included Influence over School related matters, Influence over Fiscal Management, and Influence over Evaluation of Staff.

Several reasons can be offered as to why the variables of these two constructs did not differentiate. First, the variables and the items did not reflect the construct adequately. For example, Take Care of Business and Principal Leadership have reflected in them the concepts of communication and decision-making/participation. (See Appendix A). To take care of business seems to require both things. It may be, then, that teachers only directly perceive the more general concept rather that the specific parts of this larger construct--communication and decision-making.

Second, these two constructs are important to renewal but renewal is something that must be strived for as a goal. A renewing school is an ideal type. As such, it does not exist naturally. The nine renewing schools which were selected had relatively more of the renewing characteristics that the nine designated as less renewing. But, none of them approached the ideal type. Perhaps communication and decision-making/participation must be developed more than the other constructs that differentiated in this school focused subset in order for teachers to identify them as significant variables.

In sum, the school focused variables are the most important set of variables differentiating more and less renewing schools. These appear to differentiate the most between the two groups. This fact further reinforces the view of the school as the focus for renewal rather than the personal characteristics of individuals only. Change efforts focused on individual characteristics will be less adequate than those focused on organizational

characteristics, in particular, those reflected in these variables: Take Care of Business, Inadequate Resources and Assistance, Principal Leadership, Staff Cohesiveness, and Probability or Problem-Solving.

Class/Curriculum Focused Variable Differences

Only two variables of this class/curriculum subset seem to differentiate between the two groups of schools. As noted previously, the one with the highest loading coefficient is the one that should have been part of the School focused subset--Grading of the School. That decision would no doubt cause the Canonical R of this subset to be substantially reduced, indicating the small importance of these variables and the greater importance of the school focused variables.

In addition, it is puzzling that this class/curriculum category did not differentiate between the two groups of teachers. Other data, however, in ASOS may suggest an explanation for this puzzle. Some of the data of ASOS suggest that there are homogeneous classroom practices across schools even though there is variability in the work environment of the teachers across schools.[11] It may be that the classroom is a private place and a norm has developed in schools to the effect that the classroom is the responsibility of the individual teacher. He/she does not share problems or successes with colleagues, for the purposes of getting help in resolving problems or developing alternatives to current practices. Consequently, these kinds of discussions do not surface at meetings of the total staff. Moreover, this condition is viewed as desirable and, thus, it should come as no surprise that class variables do not differentiate between more and less renewing schools because teachers do not see the class/curriculum as an area for renewal as much as they see areas of the school outside of the class as places for renewal. In the past, reformers have looked to better teachers and/or to improved classroom practices to

improve schooling but by circumventing school level variables. The data and explanation suggest that more must be done to link the class and the school.

Finally, some of the data of this study suggest that the substance of schooling may also need more attention than it now received. For each of three separate analyses, teachers were reclassified into the groups of more and less renewing, based on their discriminant scores and not on their a priori categorization. This provided another view of the discriminatory power of the variables in each subset. For each subset, less renewing cases were classified more correctly than more renewing cases. One interpretation of this finding is that the negative end of the renewal construct is better (more consistently) perceived by those experiencing the context. Similar findings have arisen about more and less satisfying schools.[12,13] Another way to put this is that problematic schools are more easily identified. This situation may arise because teachers and those associated with schools spend little time talking about the ideals of schooling--the good school; instead, they discuss the present conditions of schools, which are not ideal, and in some cases much less satisfactory. These discussions about the good school must occur among the teacher and others at the school level even though the discussion may partly focus on class and curriculum characteristics of a good school.

IMPLICATIONS FOR FUTURE RESEARCH

These findings also suggest some ideas for future research. First, these findings are derived from just one data based study that used the notion of the culture of the school as a heuristic to select contextual variables. Data derived from these contextual variables were used ex post facto to determine which of these differentiated "more" from "less" renewing schools. Clearly, this limits the span of generalizability. What is needed is more research both ethnographic and survey based, to further clarify the concepts developed here.

For example, the phenomenology of the teacher in more and less renewing schools needs more attention so that the meaning ascribed to the variables by researchers can become closer to the meaning teachers have for these variables. In addition, it would also be important to determine how the "more" renewing schools became that way. For example, what processes were put in place that might have contributed to the school becoming a "more" renewing place? Or, at the other extreme, why is it that another school can not be moved beyond its problems and be generally perceived by its staff as "less" renewing?

A second implication for future research has to do with increasing the number of different data sources from which data are gathered. This study used only teacher data even though other data sources could shed light on the culture of the school. Parents, students, and others in the school have perceptions of different parts of the context and thus, of the culture. This information would be important to analyze to determine if the school focused variables remained the most important.

The importance of these implications is supported by the attention that anthropologists and sociologists have given to the notion of culture. It makes good sense to proceed with school research based on this idea. This alternative direction for school research is one way of getting at the underlying dispositions that are purported here to have so much to do with understanding school renewal.

Third, these data were collected at one point in time (over a four week period). Additional questions could be answered if data were gathered at different points in time. For example, do these renewing characteristics remain stable over time, during different parts of the year, or over a number of years, do different variables play important roles, dependent upon the stages of renewal the school is going through?

Finally, in the school effectiveness studies previously mentioned, schools that were well outside of the expected range of achievements were identified as "most" effective and data were collected to determine which parts of these schools accounted for this characteristic "high" effectiveness. Unlike these studies, the present one identified "more" from "less" renewing schools based on the relative separateness of the contextual variables from one another. Consequently, for future studies, outside experts could be used to identify schools that were viewed as "most" and "least" renewing based on the definition used in this present study and data similar to the pieces collected in this study could be collected and analyzed to determine if the same contextual variables differentiate these "most" and "least" renewing schools as did the ones that differentiated the "more" from the "less" renewing schools of this present study.

Once these additional parts are added to future research studies, a firmer foundation for understanding renewing schools will be laid. These understandings will then provide clearer information as to how "more" renewing schools can be cultivated and maintained. In the process, we should also gain improved insight into those phenomena comprising important aspects of the school's culture. The next section addresses the implications of the variables for school renewal.

IMPLICATIONS FOR SCHOOL RENEWAL

The importance of discussing the implications of the results for school change and improvement corresponds to Dewey's admonition that educative processes constitute a source for inquiry and the "test of value" of any conclusions of these inquiries must be demonstrated in practice.[14] To test the worthwhileness of the results of this study two possible ways of conceptualizing the implications of the findings of this study for schooling are con-

trasted--the so-called RD&D model and a model taking as central the proposition that the culture must become responsive to the needs of those in the school if school change is to be effected. For want of a better name, I shall call this the responsive cultural model. The findings of this study are placed in the context of these two views and the implications of these findings for school renewal are suggested.

A distinction between these two views is important. At the outset of this report the RD&D model was eschewed and a cultural model was advocated as a more accurate way of viewing and effecting school change. As a result, culture was used as a heuristic to aid in the selection of an array of contextual variables that would he most important in understanding the concept of school renewal. Culture was not used in its anthropological sense of determining the guides by which people behave in a society. Rather, the concepts of culture were used to help the author identify contextual variables that are often easily overlooked using alternative views. These contextual variables, therefore, reflect features of the culture that presumably are related to renewal. However, these contextual variables are not the equivalent of school culture. Culture is being used as a way to think holistically about schools so that a more useful view of the way renewal occurs can be developed. Consequently, it seems important to return to the idea of culture in discussing the implications of the findings of this study for school renewal.

The research, development and diffusion model of school change may begin with a school based development of an innovation that meets the needs of some of those in the school. Soon, however, policy makers study it, determine its effectiveness, and make the innovation a matter of policy. At this point, this innovation loses its power because it gets disseminated to others as a generalized concept that will help resolve a difficult policy problem or issue. As

such, it comes to these other schools from the outside. Usually, the policy maker has a list of behaviors or characteristics that describe the conditions of the innovation so that these conditions become the focus of implementation. This person then sets about to have the teachers exhibit these characteristics.[15] Workshops are designed to describe and demonstrate these desired behaviors so that the teachers understand and perform them. The assumption is that the innovation has occurred when the appropriate identified behaviors or structures are evident.

Each innovation brought to the school in this fashion has to be created outside of the school from available research and development. Different marketing strategies have to be created so that each innovation can be implemented at the site level. The site usually received one innovation at a time and schools become "passive" targets for particular innovations. This means that single aspects of the school come under close scrutiny for a time depending upon the nature of the innovation being shot at the school. When the innovation subsides, the attention to the part diminishes. In addition, the individual teachers become the focus of the marketing strategies. Ways of getting a teacher to change are the focus. These assumptions have guided the process of implementing innovations in schools for the last two decades. Some scholars have found this model lacking because it does not contend with the realities of how schools resist of effect change.[16]

A responsive cultural model of school change seems to represent better the ways schools change and contrasts with the RD&D model in several important ways. First, specific structures or behaviors are not the focus as they are in the RD&D model; instead, the focus is on the dispositions of teachers and others in the school regarding processes and concepts of change. Variables research has identified as critical to any change become necessary but not

sufficient for implementing innovations. Changing dispositions of the teachers regarding these critical variables is the sufficient condition for bringing about the intended change. These are the schemes of thought shared by the people in the school. For example, often one hears a colleague say, "I hear you telling me that." In the RD&D view, this kind of phrase represents one of the communication skills that should be in place in an organization and teachers often attend workshops on developing these types of communication skills. But having appropriately-sounding phrases to say and appropriately internalizing what the phrases really mean (for both sentiment and behavior) are two different "ball games." These meanings reflect the shared schemes of thought. Without them the phrases become meaningless.

An analogy may illustrate the time and effort involved in cultivating these characteristics. The analogy uses Krathwohl et al's framework[17] for understanding the necessary conditions for an individual to acquire values, feelings, attitudes, or interests pertaining to a particular concept. In their conception, values, for example, only became characteristic after individuals received, responded to, valued, and organized these values into a hierarchy. This process, though different for each person and often unconscious, takes time and requires experiences that provoke the individual to deal with the value. In a school, one can imagine a similar process but a more difficult one for changing dispositions. Since the school is a social system, the complexity of the task increases, involving all the persons as well as the group norms in the school. New dispositions will come about only as people in the school repeatedly confront existing dispositions in an environment promoting introspection regarding the purposes, problems, and activities of the entire school.

"The whole school" perspective is central to the responsive cultural model. In attending to the holistic nature of the school, the dispositions of

all of the teachers are involved. A similar point was made earlier regarding the importance of the school focused set of variables. That same point needs to be reinforced in this section. One way to get this total school perspective is to engage regularly in total staff processes. A contextual appraisal system is an important way of providing information to the staff. Grounded information is an important key for helping groups share perceptions and increase their awareness of relationships between their perceptions and the actual behavior that occurs.[18]

Furthermore, changes in one disposition affect other dispositions. They interact. If a new disposition is desired, not only will the new one have to be cultivated, but other ones will also have to change. This may suggest multiple changes proceeding simultaneously throughout the school. All of the dispositions about the variables of the school focused set that differentiated the two groups, then, become critical in the change process.

Finally, the capacity of the school to change continually is another characteristic of the responsive cultural model. Changes occur not as a result of better marketing strategies from outside but as the culture of the school becomes responsive to new ideas from the outside and to the needs and the problems inside of the school.

Effecting school renewal is an example of a change effort which could be pursued from either the RD&D or the cultural perspective. The variables identified in this study as critical to renewal may themselves be seen as the focus of change (RD&D) or the emphasis may be placed on the cultivation of dispositions about school renewal and the beneficial effects of concomitant variables (cultural). The variable Take Care of Business (consisting of ideas of group problem-solving and getting the job done) can illustrate the points of difference between the views stipulated above. This variable is one of the

important variables found related to renewal in this present study. The following scenario uses this variable to illustrate an RD&D view. The superintendent has read a review of the literature and discovered that Take Care of Business is an important characteristic of renewing schools. He discusses this fact with one of his principals and, together, they decide that teachers should get better at Take Care of Business. The principal conducts several staff meetings on the meaning of this variable and the ways that it can be implemented. After these staff sessions, he then moves on to other variables during subsequent meetings. He may assume that each variable is in place after the staff meeting. But teachers continue to solve their problems separately from each other. For example, the playground behavior of children disappoints many teachers, especially when they have the chore of supervising them during morning or afternoon recess. When the same inappropriate behaviors occur time after time and the teacher cannot change that condition, frustrations arise. To a teacher, the problem often appears to be his or her problem or the problem of the teacher whose child/children has/have acted out. The answer then is seen as one of going to the other teacher with a report of that child's inappropriate behavior, of solving the problem alone--this presumably takes care of the business. Even though these teachers received in-service education in the particular aspects of this variable, beliefs about taking care of business did not change and, therefore, particular ways of doing things did not change either.

Using a responsive cultural view, this variable would be addressed somewhat differently. The focus would be on changing the dispositions that teachers have about solving problems individually and cultivating the alternative disposition of solving problems and getting things done <u>together</u>. Some staff meetings may have time devoted to understanding the concept of Take Care

of Business. But, more importantly, the cultivation of this disposition would require the teachers to work together consistently and over a long period of time on these processes and the beliefs they have about these processes. For example, teachers would be encouraged to bring problems about the playground one to the attention of the staff at staff meetings so that they can resolve these problems together. Therefore, inappropriate playground behavior would become an agenda item over several staff meetings and the teacher or teachers having the problems would describe them. Other teachers would generate alternatives for the solution, arrive at and commit to the solution, and implement it together on the playground. These efforts would necessarily include discussions about the beliefs and attitudes underlying the problem-solving process.

Furthermore, other related dispositions would have to be addressed together with this Take Care of Business disposition, given a responsive cultural view of renewal. For example, this present study found several important and conceptually related variables. These would be cultivated together with Take Care of Business. Assistance and Support is one of these variables. For the cultivation of Take Care of Business to happen, assistance and support are necessary. In this regard, assistance is more than a pat on the back. It may include, for example, more time to plan and to meet together in small groups, and/or more help in identifying alternatives for the problems identified by the group. Consequently, when assistance and support are appropriate, they promote problem-solving and getting things done together by the teachers.

Principal Leadership and Staff Cohesiveness are additional important variables related to school renewal. Principal support, encouragement, and direction are necessary ingredients in the success of renewal efforts. But so also is staff cohesiveness, defined here as consisting of elements such as

tolerance for one another, good feelings toward colleagues and the school, flexibility, and open information flow. All of these ingredients--Take Care of Business, Adequate Resources, Principal Leadership, Staff Cohesiveness--although separable conceptually, act in concert to promote renewal.

But, most importantly, putting these variables in place will most likely not bring about more school renewal unless existing dispositions regarding these variables are confronted and cultivated. For example, what are the extant beliefs/attitudes regarding working with others, accepting assistance, and sharing problems, frustrations, and concerns? These questions would have to be meaningfully addressed before sufficient conditions would exist for implementing the variable "Assistance and Support." Again, the school effectiveness literature provides a good illustration. Five variables including strong instructional leadership, cooperative student behavior, academic emphasis, high expectations, and active learning time stand out in this literature.[19] Like this study, these variables were isolated by retrospective study and appear to be separable entities. But more likely, in reality they are highly interactive. Moreover, it would be a mistake for school officials to believe that putting each of the five into place would be sufficient to raise their school's achievement level beyond expectation. Rather, significant change must also occur in the belief systems of teachers and students (and even parents) regarding what exists and what ought to exist. Higher student achievement might well follow a staff decision to attack this area of school business.

Finally, a responsive cultural model of school renewal has a place for findings like the ones from the school effectiveness studies. In the past, some have advocated for RD&D;[20] while others have argued for renewing schools.[21] The need is to have both joined together in an amalgam rather than having one or the other. In the amalgam, renewing schools would look to

research and development for the basis of ideas that could help address their problems. Those in the school would adapt these ideas to suit the problems they face. This means that schools should become renewing using a responsive cultural view in order for this to happen and that research and development should be in close interaction with these renewing schools so that the research addresses more closely the problems these schools have.

In summary, a responsive cultural model of school change differs from an RD&D model because the responsive cultural view treats important variables, such as the ones found in the study, as necessary but insufficient for renewal. Sufficiency arises when dispositions about renewal are attended to at the school level or a long time period. Research and Development has a place in this responsive cultural view. Treating the school holistically is part of this view and suggests that multiple dispositions have to be treated together by all of the staff at the school level. Therefore, renewal must be cultivated, not just put in place. These schools will draw ideas (research and development) from the outside and deal with the dispositions about the important variables of research such as the findings of this study (Take Care of Business, Principal Leadership, Staff Cohesiveness, Adequate Assistance, and Problem-Solving). These dispositions will have to be treated holistically at the school level and will require all of the staff together working on them. A long time-line, during which a great deal of support is provided, will have to be anticipated. The result will be schools that continually adapt to the changing problems and conditions and draw new ideas from the outside. The need for better marketing strategies diminishes as the culture of the school becomes more responsive, and thus, renewing.

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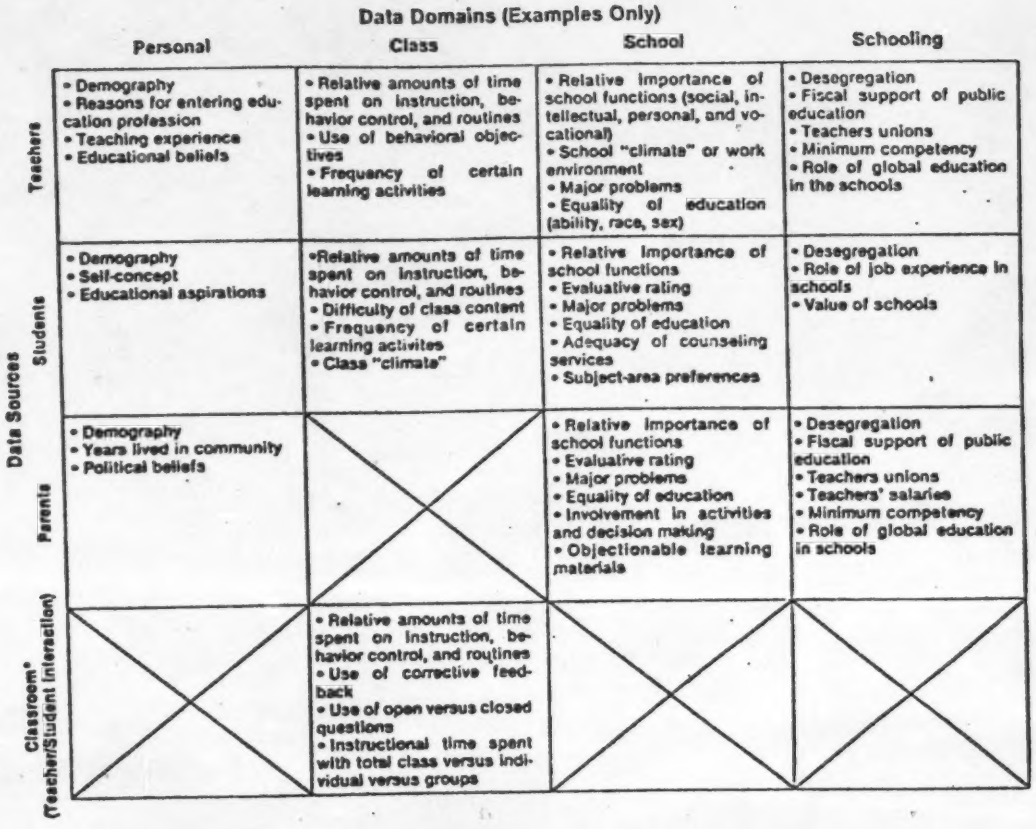
FIGURE 1


Data Domains (Examples Only)
Personal
Class
School
Schooling
Data Sources
Teachers
• Demography
• Reasons for entering education profession
• Teaching experience
• Educational beliefs
• Relative amounts of time spent on instruction, behavior control, and routines
• Use of behavioral objectives
• Frequency of certain learning activities
• Relative importance of school functions (social, intellectual, personal, and vocational)
• School "climate" or work environment
• Major problems
• Equality of education (ability, race, sex)
• Desegregation
• Fiscal support of public education
• Teachers unions
• Minimum competency
• Role of global education in the schools
Students
• Demography
• Self-concept
• Educational aspirations
•Relative amounts of time spent on instruction, behavior control, and routines
• Difficulty of class content
• Frequency of certain learning activites
• Class "climate"
• Relative importance of school functions
• Evaluative rating
• Major problems
• Equality of education
• Adequacy of counseling services
• Subject-area preferences
• Desegregation
• Role of job experience in schools
• Value of schools
Parents
• Demography
• Years lived in community
• Political beliefs
• Relative importance of school functions
• Evaluative rating
• Major problems
• Equality of education
• Involvement in activities and decision making
• Objectionable learning materials
• Desegregation
• Fiscal support of public education
• Teachers unions
• Teachers' salaries
• Minimum competency
• Role of global education in schools
Classroom* (Teacher/Student Interaction)
• Relative amounts of time spent on instruction, behavior control, and routines
• Use of corrective feedback
• Use of open versus closed questions
• Instructional time spent with total class versus individual versus groups

*Data were collected on this data source through observation. For the purposes of this conceptualization, observers are being treated not as a data source, but as part of the data collection *method*, just as questionnaire and/or interview methods were used in collecting data from teachers, students, and parents.

APPENDIX A

DATA DESCRIPTION FOR VARIABLES IN SUBSET A:
PERSONAL/DEMOGRAPHY FOCUSED VARIABLES

DATA DESCRIPTION FOR VARIABLES IN SUBSET B:
SCHOOL FOCUSED VARIABLES

DATA DESCRIPTION FOR VARIABLES IN SUBSET C:
CLASS/CURRICULUM FOCUSED

APPENDIX A

Data Description for Variables in Subset A:
Personal/Demography Focused Variables

A1 Age: .....

A2 Sex:

① Male
② Female

A6 Ethnicity

Which one of the following categories best describes your racial/ethnic background?

① White/Caucasian/Anglo
② Black/Negro/Afro-American
③ Oriental/Asian American
④ Mexican American/Mexican/Chicano
⑤ Puerto Rican/Cuban
⑥ American Indian
⑦ Other

A10 Political Orentation

Which one of the following adjectives best describes your political orientation?

① Strongly conservative
② Conservative
③ Moderate
④ Liberal
⑤ Strongly liberal

A35 Years of Teaching

How many years of teaching experience have you had? (If you have taught for less than one year, write in the number 01)

(If the number is less than 10, please use a leading zero for the first digit)

APPENDIX A (Cont.)

Data Description for Variables in Subset A:
Personal/Demography Focused Variables

A42 Years of Teaching at this School

How many years have you worked in this school?
(If you have worked for less than one year, write in the number 01)

Professionalism - a standardized composite of variables relating to:

Have you done any post credential work in education?

① No
② Yes

Have you participated in any professional training programs (other than college work) during the past three years?

① Yes
② No

How many educational organizations do you belong to?

① 0
② 1
③ 2
④ 3
⑤ 4
⑥ 5 or more

How many articles, books, reports, etc., in education have you you read in the last year?

⑳ 0
㉑ 1
㉒ 2
㉓ 3
㉔ 4
㉕ 5
㉖ 6
㉗ 7
㉘ 8
㉙ 9 or more

What is the highest academic credential that you hold:
(Mark only one)

① High school diploma
② Associate's degree/Vocational certificate
③ Bachelor's degree
④ Master's degree
⑤ Graduate/Professional degree (Ph.D., Ed.D., J.D. (LL.B.),

APPENDIX A (Cont.)

Data Description for Variables in SubsetB:
School Focused Variables

Teacher Influence scales each scale comprised of items such as those used under each scale as examples:

CURINBEH (Curriculum, Instruction, and Pupil Behavior)

(3) A lot of influence (2) Some influence (1) No influence

Changes in curriculum. . . . . .
Instructional methods that are used in classrooms. . . . . .

CM issues (Extra-curricular and Community related Issues and Activities)

Special all-school affairs, such as open house, assemblies, etc. . . . .
Committing the staff to participate in special projects or innovations.

STAFMEET (Procedures and Content of Staff Meetings)

Time of staff meetings. . . . .
Content of staff meetings. . .

COMPARS (Communication with Parents)

Arrangements for parent conferences. .

Ways of reporting pupil progress to parents. . . . . .

DRESCODE (Pupil Dress Codes)

Standards of dress for pupils. . . .
Standards of dress for staff. . . . .

CLSASIGN (Pupil and Staff Class Assignments)

Assigning pupils to classes . . . .
Assigning teachers to classes. . . .

APPENDIX A (Cont.)

Data Description for Variables in Subset B:
School Focused Variables

FISCMANG (Fiscal Management)

Preparing the school budget . . . . .
Managing the funds available for instructional purposes . . . . . .

TASSISTS (Selection and Evaluation of Teaching Assistants)

Selecting volunteer teaching assistants .

Evaluating the performance of teaching assistants . . . . . .

PROSTAFF (Selection and Evaluation of Professional Staff)

Selecting full-time teachers for the school staff . . . . . .

Evaluating the performance of full-time teachers . . . . . .

B14 Adequate help in carrying out your job.

How much help do you feel you have in carrying out your job?

① Not enough
② Adequate
③ Too much

Major Problems at this school.

Not a Problem
Minor Problem
Major Problem

Poor curriculum . . . . . ①②③

School too large/Classes overcrowded.

Inadequate or inappropriate distribution of resources (e.g., personnel, buildings, equipment, and materials) . . . . . .

The administration at this school.

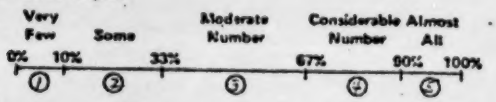
How the school is organized (class schedules, not enough time for lunch, passing periods, etc.) . .

Staff relations . . . . . .

Data Description for Variables in Subset B: School Focused Variables

B64 .Members of staff who spend time on solving these problems which you marked as major

How many members of this staff do you think are spending a lot of time and effort on those problems which you marked as major?



B65 .Probability of solving these problems

. What do you think are the chances for success in solving those problems which you marked as major?

(3) Very good chance
(2) About 50-50
(1) Very little chance

B109 .Mode of working on problems

School staffs may work on problems in a total group effort, or they may tackle problems in subgroups. Think about the way your staff usually works on problems. Which one of the following statements best describes the way your school staff works?

(1) This staff works on most problems as a total group.
(2) Most problems are dealt with in subgroups of staff members.
(3) Problems are dealt with nearly equally as often both as a total group and in subgroups.

Data Description for Variables in Subset B: School Focused Variables

.Frequency of talk with principal

Indicate: (A) how often you talk with your principal for each of the following purposes,

Purpose	A. Once/day	Once/week	Once/month or less	Never
Pupil discipline	4	3	2	1
Curriculum or instruction	4	3	2	1
Parent(s)	4	3	2	1
Staff relations	4	3	2	1
My own job performance	3	2	1	

.Percent of teaching staff about which teachers know the following:

For approximately what percentage of the teaching staff do you feel you know each of the following things:

	Very Few 0% to 10%	Some 33%	Moderate Number	Considerable Number 67%	Almost All 90% to 100%
a) The way they behave with students	1	2	3	4	5
b) Their job competence	1	2	3	4	5
c) Their educational beliefs	1	2	3	4	5

.Basis of Principal Power items

Listed below are five reasons generally given by people when they are asked why they do the things their superiors suggest or want them to do. Please read all five carefully. Then number them according to their importance to you as reasons for doing the things your principal suggests or wants you to do. Give rank "1" to the most important factor, "2" to the next, etc. (Mark only one circle for each reason, making sure that you do not give the same rank to more than one reason)

I do the things my principal suggests or wants me to do because:

B110 a. I admire the principal for personal qualities, and I want to act in a way that merits the principal's respect and admiration ..... RANK 1 2 3 4 5

APPENDIX A (Cont.)

Data Description for Variables in Subset B:
School Focused Variables

Basis of Principal Power (continued)

B111 b. I respect the principal's competence and good judgment about things with which he/she is more experienced than I ..... ①②③④⑤

B112 c. The principal can give special help and benefits to those who cooperate ..... ①②③④⑤

B113 d. The principal can apply pressure or penalize those who do not cooperate ..... ①②③④⑤

B114 e. The principal has a legitimate right, in that position, to expect that the suggestions he/she gives will be carried out ..... ①②③④⑤

B23 .Amount of control of own job

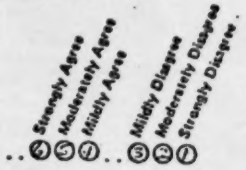
Is the amount of control that you have over your job:

① Less than you like to have
② About the amount you like to have
③ More than you like to have

.School Work Environment scales - each scale comprised of items such as as these listed under each scale as examples.

Quality of Problem-Solving/Decision-Making Processes

When decisions are made, it is usually clear what needs to be done to carry them out.



Principal Receptiveness/Staff Influence

People are involved in making decisions which affect them

Data Description for Variables in Subset B: School Focused Variables

School Work Environment Scale (continued)

(6) Strongly Agree
(5) Moderately Agree
(4) Mildly Agree
(3) Mildly Disagree
(2) Moderately Disagree
(1) Strongly Disagree

Principal-Staff Affection

Conflicts between the principal and one or more staff members are not easily resolved . . . .

Principal Leadership

The principal inspires staff members to work hard . .

Principal Openness

The principal would be willing to take a chance on a new idea.

Staff Work Facilitation

Staff members can do their work in the way they think is best .

Staff Task Orientation

The staff can easily mobilize to cope with unusual problems or work demands . . . . . .

Staff to Staff Affection

A friendly atmosphere prevails among the staff

Staff Openness

Information is shared between teachers from <u>different</u> departments, teams, or grade levels

Staff Job Satisfaction

The morale of staff members is rather low. . . . . .

Satisfaction with school buildings, grounds, and facilities for work

While you are on the job, do you find that the school buildings, grounds, and facilities meet your needs:

		Yes	No
B120	a. For work	(1)	(2)
B121	b. For relaxation	(1)	(2)

APPENDIX A (Cont.)

Data Description for Variables in Subset C:
Class/Curriculum Focused

.Satisfaction with planning and teaching - A composite of variables relating to:

How satisfied are you with each of the following areas of your planning and teaching?	Very Satisfied	Mildly Satisfied	Mildly Dissatisfied	Very Dissatisfied
Setting goals and objectives	4	3	2	1
Use of classroom space	4	3	2	1
Scheduling time use	4	3	2	1
Selecting instructional materials	4	3	2	1
Evaluating students	4	3	2	1
Selecting content, topics, and skills to be taught	4	3	2	1
Grouping students for instruction	4	3	2	1
Selecting teaching techniques	4	3	2	1
Selecting learning activities	4	3	2	1

Control of decision-making re: planning and teaching- a composite of variables relating to:

How much control do you feel you have over decisions about each of the following areas of your planning and teaching?	Complete	A lot	Some	Little	None
Setting goals and objectives	5	4	3	2	1
Use of classroom space	5	4	3	2	1
Scheduling time use	5	4	3	2	1
Scheduling instructional materials	5	4	3	2	1
Evaluating students	5	4	3	2	1
Selecting content, topics, and skills to be taught	5	4	3	2	1
Grouping students for instruction	5	4	3	2	1
Selecting teaching techniques	5	4	3	2	1
Selecting learning activities	5	4	3	2	1

APPENDIX A (Cont.)

Data Description for Variables in Subset C:
Class/Curriculum Focused

.Educational Beliefs Scales - each scale comprised of items such as those listed under each scale as examples.

-Teacher discipline and control

Good teacher-student relations are enhanced when it is clear that the teacher, not the students, is in charge of classroom activities..... ⑥⑤④..②①⓪

Strongly Agree
Moderately Agree
Mildly Agree
Mildly Disagree
Moderately Disagree
Strongly Disagree

-Student participation

Student initiation and participation in planning classroom activities are essential to the maintenance of an effective

-Basic subjects and skills

The learning of basic facts is less important in schooling than acquiring the ability to synthesize facts and ideas into a

-Student concern

The best learning atmosphere is created when the teacher takes an active interest in the problems and affairs of students .....

D11 .Grading of the School

Students are often given the grades A, B, C, D, and FAIL to describe the quality of their work. If schools could be graded in the same way, what grade would you give this school?

⑤ A
④ B
③ C
② D
① FAIL

APPENDIX A (Cont.)

Data Description for Variables in Subset C:
Class/Curriculum Focused

.Teacher Congruency Between their response to the Most important goal of the school and the Average Teacher response on the stated goals (TFUNC).

As far as you can tell, how important does THIS SCHOOL think each of the following areas is for the education of students at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. SOCIAL DEVELOPMENT (Instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures)	4	3	2	1
b. INTELLECTUAL DEVELOPMENT (Instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities)	4	3	2	1
c. PERSONAL DEVELOPMENT (Instruction which builds self-confidence, creativity, ability to think independently, and self-discipline)	4	3	2	1
d. VOCATIONAL DEVELOPMENT (Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives)	4	3	2	1

.Daily work activities liked best (one) and liked least (one)

Which one of your regular daily work activities do you like best and which one do you like least? (Mark only one in each column)

	Like Best	Like Least
Teaching (actual instruction)	2	1
Teaching preparation (planning and preparing lessons, getting supplies, setting up room, etc.)	3	1
Formal interaction with other staff members (conferring, organizing, etc.)	4	1
Informal interaction with other staff		

APPENDIX A (Cont.)

Data Description for Variables in Subset C:
Class/Curriculum Focused

B15 .Arrange for another person to take over your class so that you can be free to prepare your own work or engage in other professional activities ?

. Is it possible for you to arrange for another person to take over your class so that you can be free to prepare your own work or engage in other professional activities?

① Yes
② No

B16 .Frequency of observing instruction in classrooms other than your own in this school

. How often do you observe instruction in classrooms other than your own in this school?

① Never
② Once or twice a year
③ Three or more times a year

.Usual teaching situation - alone or with someone else

. Indicate which one of the following best describes your usual teaching situation.

① Teach alone in a self-contained classroom
② Member of a teaching team
③ Teach with one or more aides
④ Teach alone with regular assistance from a specialist
⑤ Teach with a student teacher
⑥ Teach in a self-contained classroom with informal assistance from one or more teachers